

Student
Book

1

Third Edition



Person to Person

Communicative Speaking and Listening Skills



Jack C. Richards David Bycina Ingrid Wisniewska

OXFORD

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To the Student

Welcome to *Person to Person*. Let's take a look at the sections of the units.

- Conversations** The two conversations present examples of the language you will be studying. You can listen to them on the CD in class or at home.
- Give It a Try** This section teaches the language points from the conversations. You will focus on each one separately and then practice them with a partner.
- Listen to This** The listening section gives you real-life listening tasks that help you review your understanding of the language from the unit. You answer questions or complete charts about the listening.
- Let's Talk** These are pair- or group-work activities that ask you to expand on what you have learned. You can use both the language you have learned and your imagination.
- Consider This** "Consider This" presents some interesting facts on a cultural topic related to the theme of the unit. You can use these facts as an introduction to the unit.
- Pronunciation Focus** A pronunciation point related to the language from the unit comes after Conversation 2. This helps you to practice the language in the unit in a more natural way.
- Person to Person** These pages present a problem based on the language from the unit. You and a partner will work together to solve the problem, using the language you have learned, as well as your own ideas and opinions.

In addition to the language presented in each unit, here are some expressions that will be very useful to you—both inside and outside of class.

1. Please say that again.
2. I'm sorry. I don't understand.
3. Please speak more slowly.
4. How do you say _____ in English?
5. What does _____ mean?
6. I don't know.
7. May I ask a question?
8. How do you spell _____?

We hope you find that learning to speak and understand English is easier than you think. Good luck!

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Unit 1

Conversation 1

Nice to meet you.

Where do you make friends and meet people? Make a list of places.

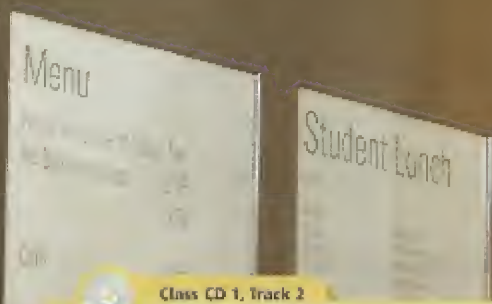
CONSIDER THIS

What's the world's most common last name?

張

Some say it's Zhang (sometimes written Chang). There are about 100 million Zhangs in the world.

- What's the meaning of your last name?
- Is your last name common in your home country?
- What's the meaning of your first name?



Class CD 1, Track 2

- Pat: The noodles look good. I think I'll try some of them.
- Bo-wei: Is the pizza good, too?
- Pat: Yeah, the pizza is usually very good. My name's Patricia by the way. Nice to meet you.
- Bo-wei: Sorry, what's your name again?
- Pat: Patricia. But please call me Pat.
- Bo-wei: Pat...I'm Bo-wei. So, what do you do?
- Pat: I'm studying medicine.
- Bo-wei: Really?
- Pat: Yeah. How about you?
- Bo-wei: I'm a computer programmer. But now I'm studying English.
- Pat: Oh, are you? That's great!
- Bo-wei: Yeah, it's fun.
- Pat: Oh, we'd better keep moving or we'll lose our place in line!

Student CD, Track 2

GIVE IT A TRY

1. Introducing yourself

Hello.	My name's	Patricia.	Hello.	My name's	Bo-wei.
Hi.	I'm		Hi.	I'm	

PRACTICE

Class CD 1
Track 3

Listen to the example. Then introduce yourself to your classmates.



2. Getting the name right

Sorry, what's your	name	again?	(It's) Patricia, but please call me Pat.
	first name		(It's) Patricia Johnson, but please call me Patricia.
	last name		
Sorry, I didn't catch / get your name.			

PRACTICE

Class CD 1
Track 4

Listen to the example. Then introduce yourself to other classmates. This time, ask the person to repeat his or her first name or last name.

3. Asking someone's occupation

What do you do?	I'm studying medicine.
	a computer programmer.
Really?	Yeah. How about you?
Oh, are you? That's great!	

PRACTICE

Class CD 1
Track 5

Listen to the example. Then ask your classmates their occupations.

4. Asking for more information

A: What do you do?

B: I'm a student.

A: Really? What school do you go to?

B: (I go to) McGill University.
Boston College.

A: What are you studying?

B: (I'm studying) graphic design.
medicine.

medicine art computer science
English music graphic design
economics fashion

B: I'm an engineer.

A: Really? What company do you work for?

B: I work for a computer company.
Digital Electronics.

A: What do you do there exactly?

B: I'm a designer.
in the sales department.

architect artist musician
journalist designer photographer
actor chef

PRACTICE

Class CD 1
Track 6

Listen to the example. Then interview your partner and find out what he or she does. Use the words in the chart.

LISTEN TO THIS

Class CD 1
Track 7

Part 1 Listen to three conversations and decide where the people are. Number them in the correct order.

___ film festival ___ conference ___ wedding ___ graduation ___ party

Part 2 Listen to the conversations again and complete the information below.

Conversation 1			
Man's name:	<u>Bradley</u>	Woman's name:	<u>Owens</u>
Occupation:	_____	Occupation:	_____
Conversation 2			
Man's name:	<u>Hunt</u>	Woman's name:	<u>Lee</u>
He studies:	_____	She studies:	_____
His school:	_____	Her school:	_____
Conversation 3			
Man's name:	<u>Pirelli</u>	Woman's name:	<u>Sato</u>
His occupation:	_____	She studies:	_____
His company:	_____	Her school:	_____

Part 3 Which conversation starter was the best? Why?

LET'S TALK

Part 1 Think of an occupation that you like. Write it on a piece of paper. Give the paper to your teacher or group leader. Your teacher will fold up the papers and give you a different piece of paper.



Part 2 Walk around the room and ask questions to find out what your job is. You can only ask Yes / No questions. You can only ask each person one question. When you guess your job, help the other students.

Part 3 Now imagine you are all at a party. Walk around the room and introduce yourself and your new job. Ask questions to find out about other students' jobs. Try to talk to everyone in the room.



Part 4 Who does what? How many jobs can you remember? Make a list.

Conversation 2

Could I have your name, please?

Where do you usually have to give your name and address? Make a list of places.

- Librarian:** Yes, can I help you?
Bo-wei: I'd like to get a library card, please.
Librarian: Certainly. First I'll need some information from you. Could I have your name, please?
Bo-wei: It's Bo-wei. Bo-wei Zhang.
Librarian: And how do you spell your last name?
Bo-wei: It's Z-h-a-n-g.
Librarian: Thank you. Could I please have your address, Mr. Zhang?
Bo-wei: 2418 Graystone Road.
Librarian: Is that in New York?
Bo-wei: Yes, that's right. The zip code is 11211.
Librarian: OK, and please give me your telephone number.
Bo-wei: It's 917-555-9758.
Librarian: 917-555-9758. All right. Do you have an e-mail address?
Bo-wei: Yes, it's bowei33@internet.com.
Librarian: Are you a student?
Bo-wei: Yes, I'm studying English.
Librarian: Fine, I just need an ID card and we'll be all set.

Class CD 1, Track 8

Class CD 1, Track 9

Pronunciation Focus

In compound nouns, the first noun is stressed more than the second noun.

LIBRARY card	TELEPHONE number
LAST name	E-MAIL address
ZIP code	ID card

Listen to the conversation again and notice the stress in compound nouns.

Student CD, track 3

GIVE IT A TRY

1. Names

Could I have your name, please?	It's Bo-wei. Bo-wei Zhang.
How do you spell your first name?	It's B-o (dash) w-e-i.
last	Z-h-a-n-g.

PRACTICE 1

Class CD 1
Track 10

Listen to the example. Then ask your partner his or her name and how to spell it.

PRACTICE 2

Repeat Practice 1 with three other classmates.

2. Addresses

Where do you live?	I live at 2418 Graystone Road.
Could I have your address?	My address is 2418 Graystone Road.
Is that in New York?	Yes, that's right.
	No, it's in New Jersey.

PRACTICE 1

Class CD 1
Track 11

Listen to the example. Then ask your partner the name of his or her street and how to spell it. Confirm the city.

PRACTICE 2

Repeat Practice 1 with three other classmates.

Use These Words

Street names in the U.S. and Canada

Rd. = Road	St. = Street
Ave. = Avenue	Dr. = Drive
Bld. = Boulevard	

3. Telephone and e-mail

What's your telephone number?	(It's) 917-555-9758.
Please give me your e-mail address.	bowei33@internet.com.

PRACTICE 1

Class CD 1
Track 12

Listen to the example. Then ask your partner his or her telephone number. Repeat it and write it down. Ask for his or her e-mail address.

PRACTICE 2

Repeat Practice 1 with three other classmates. Make a list.

PRACTICE 3

Class CD 1
Track 13

Listen to the example. Student A is the operator. Student B calls the operator to ask for the number of one of the people on the list below. Reverse roles.

A: Directory Assistance. What city, please?

B: New York. I'd like the number of Amanda Rhodes.

A: How do you spell the last name, please?

B: It's R-h-o-d-e-s.

A: Thank you. And could I have the address?

B: It's 418 South Street.

A: The number is 718-987-0248.

B: 718-987-0248. Thank you very much.

A: You're welcome.

Abel, David 724 Eastern Ave. 718-867-5307

Abel, Debbie 9 Woodgate Rd. 718-455-4433

Chan, Amy 12 Lakeside Place 718-896-3427

Mo, Alex 845 Cherry St. 718-211-3952

Park, Dana 1989 River St. 718-227-5486

Park, Sun-Woo 18 Palmgrove Blvd. 718-987-2718

Shimizu, Yoko 784 Kingston Rd. 718-555-1690



LISTEN TO THIS

Class CD 1
Track 14

Part 1 Listen to the conversation between a customer and a salesperson. What is the customer applying for? Which of the following does the salesperson ask for? Number them in the correct order as you hear them.

___ city ___ home phone ___ e-mail address 1 name
___ zip code ___ street address ___ work phone ___ occupation

Part 2 Listen to the conversation again and fill out the form.

Lacy's Department Store		Credit Card Application
First Name _____	Last Name _____	
Home Telephone _____	Work Telephone _____	
Address _____		
City _____	State <u>Massachusetts</u>	Zip Code _____
E-mail Address _____		
Occupation _____		
Employer _____		

Part 3 How is this application form different from applications you have filled out recently?

PERSON TO PERSON STUDENTS A AND B

(Students A and B look at this page. Students C and D look at page 106.)

Part 1 Students A and B will interview Students C and D together. Complete the missing information for Students C and D.

Student A: You are Ming Chen.

Student B: You are Chris Brown.

IDENTIFICATION	
	First Name: Ming
	Last Name: Chen
	Street Address: 60 Carpenter Street
	City: San Francisco, California, U.S.
	Zip code: 94103
	Telephone: 415-497-5003
	Occupation: computer programmer
A765Z10	
E-mail: chenming@coolmail.com	

IDENTIFICATION	
	First Name: Chris
	Last Name: Brown
	Street Address: 218 Darmouth Avenue
	City: Sydney, Australia
	Zip code: NSW 2006
	Telephone: 3602-1876
	Occupation: medical student
J345L05	
E-mail: cbrown77@sharemail.com	

Write Student C's information here:

IDENTIFICATION	
	First Name: _____
	Last Name: _____
	Street Address: _____
	City: _____
	Zip code: _____
	Telephone: _____
	Occupation: _____
	E-mail: _____

Write Student D's information here:

IDENTIFICATION	
	First Name: _____
	Last Name: _____
	Street Address: _____
	City: _____
	Zip code: _____
	Telephone: _____
	Occupation: _____
	E-mail: _____

Part 2 Now show your page to Students C and D. Is all the information the same? Ask questions to check spelling.

Part 3 Imagine all four of you are at a party. Introduce yourselves to each other. Say your name, where you live, and what you do.



Now Try This

Walk around the class and introduce yourself again. Use your own personal information. Make a list of everyone you meet with all their information.

Unit 2

Conversation 1

Tell me about your family.

How many people are in your family? Do you prefer small families or big families?

CONSIDER THIS

Do you have any brothers or sisters?



Joel Gosselin has two brothers and three sisters—and all six children were born on May 11, 2004! They're sextuplets! The chance of having two babies (or twins) is 1 in 89!

Babies	Chances
three	1 in 7,921
four	1 in 704,969
five	1 in 62,742,241
six	1 in 5,584,059,449

- Do you know any twins?
- Would you like to have five brothers or sisters?

Class CD 1, Track 15

- Niki:** I love that new T-shirt you're wearing!
- Liana:** Thanks! My sister gave it to me for my birthday.
- Niki:** She has good taste. How old is she?
- Liana:** Actually, she's the same age as me, 24. We're twins. Look, here's a photo of us together.
- Niki:** Wow, you really look alike! And who's that?
- Liana:** That's my brother, Joseph. He's a musician.
- Niki:** Is he married?
- Liana:** Yes, he is. And he has two children, Anna and Max.
- Niki:** You look too young to be an aunt! Do they live near you?
- Liana:** No, they live far away, but they're coming here to visit soon. I can't wait to see them again. So, tell me about your family. Do you have any brothers or sisters?
- Niki:** Yes, I have three brothers, but no sisters. They're all younger than me. I'm the oldest.

Student CD, Track 4

GIVE IT A TRY

1. Describing your family

Tell me about your family.

Do you have any brothers or sisters?

Have you got

I have three brothers but no sisters.

I've got and one sister.

No, I'm an only child.

We're twins.

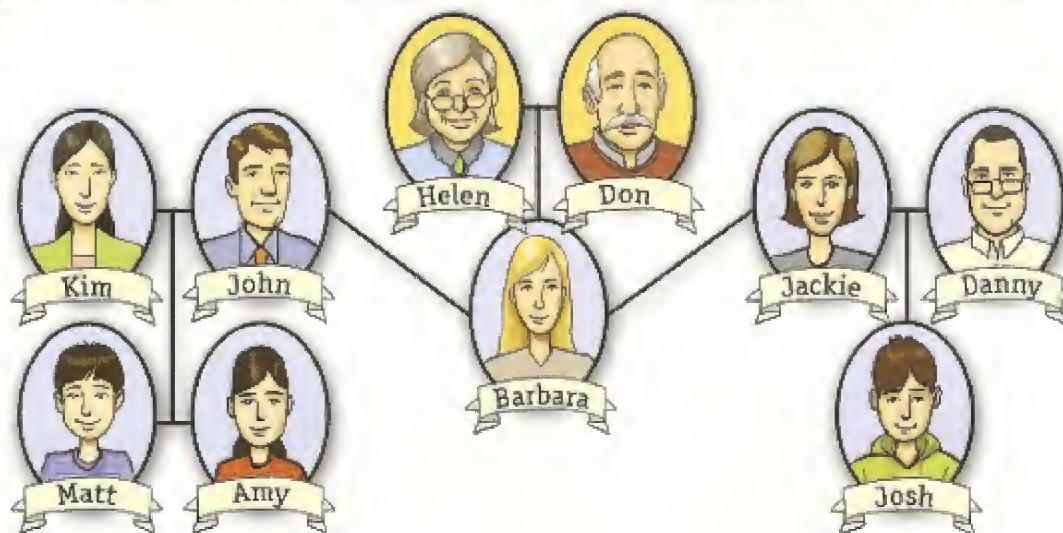
Use These Words

grandmother	grandfather
mother	father
daughter	son
sister	brother
sister-in-law	brother-in-law
aunt	uncle
niece	nephew
cousin	cousin

PRACTICE 1

Class CD 1
Track 16

Listen to the example. Ask your partner if he or she has any brothers or sisters.



PRACTICE 2

Look at the family tree. Student A is Amy. Student B asks about her family.

PRACTICE 3

Describe your family to your partner. Your partner will draw your family tree.

2. Marital status and children

Is your brother / sister married?

Is he / she single?

Does he / she have any children?

Yes, he / she is.

No, he / she isn't. He's / she's married / single.

Yes, he / she has two children.

No, he / she doesn't.

PRACTICE

Class CD 1
Track 17

Listen to the example. Then ask your classmates about their families.

3. Talking about age

How old is your sister / brother?

She's 24.

She's the same age as me.

We're the same age.

How old are your brothers / sisters?

The oldest is 40.

The middle one is 32.

The youngest is 16.

Are you the oldest / youngest?

Yes, I am.

No, I'm the youngest.

PRACTICE

Class CD 1
Track 18

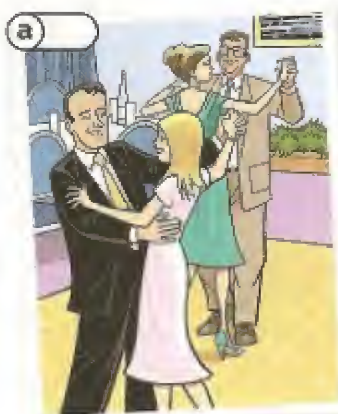
Listen to the example. Then ask your partner about the ages of his or her brothers or sisters. (If he or she is an only child, ask about cousins.) Reverse roles. Then ask another classmate.

LISTEN TO THIS

Part 1 Look at the pictures. What do you think is happening in each one? What do you think the family relationships are?

Class CD 1
Track 19

Part 2 Listen to Claire talking about her 21st birthday party. Number the pictures 1–4.



Part 3 Describe Claire's family to your partner. Draw her family tree.

LET'S TALK

Part 1 You are going to do a class survey. First, read the chart in Part 3 and put a check (✓) in every box that's true for you.



Part 2 Write down three questions you will ask your classmates to find out how many brothers and sisters they have.

1. _____
2. _____
3. _____

Part 3 Ask everyone your questions. Mark the chart with their answers. Remember to make a note of which students you have asked.

Class Survey					Student Names
	1	2	3	4+	
Younger brothers					
Older brothers					
Younger sisters					
Older sisters					
Total brothers and sisters					
Oldest child					
Youngest child					
Only child					

Part 4 Compare your answers by making sentences about your chart.

Example: Three people in the class have no brothers or sisters.

Conversation 2

What does she look like?

Describe the two people in the picture.
Include their age, clothing, and appearance.



Class CD 1, Track 20

- Niki:** Hi, Jack! You're in Liana's class, aren't you? Could you give this to her for me? She's already in class, and I have to run.
- Jack:** Sure, no problem. But what does Liana look like? Is she the girl with really short curly hair and long earrings?
- Niki:** Oh, you don't know Liana! Do you see the girl sitting right at the back of the class? She's pretty short, and slim, in her mid-twenties. She has long black hair.
- Jack:** Hmm. I don't see anyone like that. What's she wearing?
- Niki:** She's wearing a black T-shirt.
- Jack:** Oh yes, I see her. I'll give this to her, no problem.
- Niki:** Thanks!

Student CD, Track 5



Class CD 1, Track 21

Pronunciation Focus

In spoken English, words are often linked together. Listen to the first two words of these sentences.

Could you give this to Liana?

What does Liana look like?

Is she the girl with short hair?

Listen to the conversation again and notice the linked words.

GIVE IT A TRY

1. Asking about age

How old is she?	Pretty young.	She's in her early teens.
How old is he?	Kind of old.	He's in his mid-twenties.
How old are they?	Middle-aged.	They're in their late forties.

PRACTICE 1

Class CD 1
Track 22

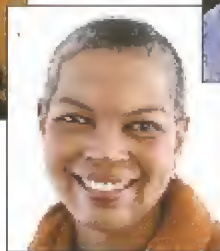
Listen to the example. Then choose one of the pictures below. Describe the person's age. Your partner will guess who you are describing.

A: She's pretty young. She's in her early twenties.

B: That's Vicky.



Vicky



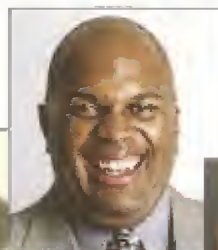
Samira



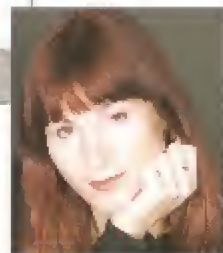
Tony



Mike



Dexter



Pauline

PRACTICE 2

Ask your partner the ages of three famous people. Reverse roles.

2. Asking for a description

What does he / she look like?	He's fairly tall / short.
What do they look like?	She's pretty slim / heavy.
	They're kind of tall and thin.
What color is his / her hair?	It's blonde / black / gray.
	He has brown / red / gray hair.
	He's bald.
What's his / her hair like?	It's long / short / medium length.
	It's straight / wavy / curly.
	She has long curly hair.

PRACTICE

Class CD 1
Track 23

Listen to the example. Then look at the pictures from Practice 1. Describe one of them to your partner. Your partner will guess who you are describing. Reverse roles.

A: She has shoulder length, wavy brown hair.

B: That's Vicky.

3. Describing clothing

What is he / she wearing?
 What are they wearing?
 What does he / she have on?
 What do they have on?

He's wearing jeans and a blue T-shirt.
 She's wearing black pants and a green sports shirt.
 They're wearing a black skirt and a red top,
 a navy blue uniform,
 raincoats.

He has a brown jacket on.
 She has a red skirt on.
 They have winter clothes on.



Use These Words

jacket tie
 hat scarf
 suit belt
 glasses socks
 purse dress

PRACTICE

Choose one of the people below and describe his or her clothing to your partner.



LISTEN TO THIS

Part 1 Three people saw a man driving a motorcycle through the flower garden at City Hall. A police officer is asking about his description. What questions do you think he will ask?

Class CD 1
 Track 24

Part 2 Listen to three different people describing the man. Fill in the chart below.

	Height	Weight	Age	Hair	Clothing
1					
2					
3					

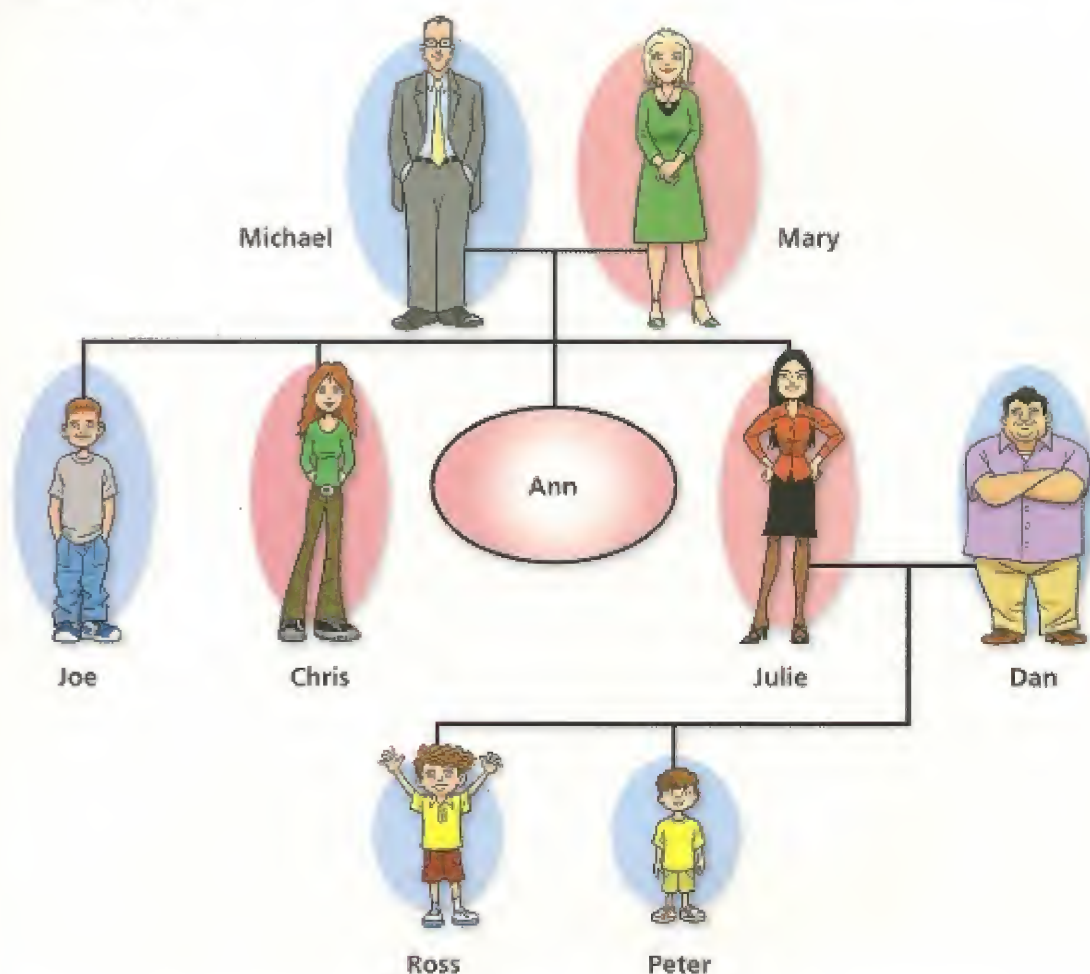
Part 3 What do you think the man looked like?

PERSON TO PERSON STUDENT A

(Student A looks at this page. Student B looks at page 107.)

Part 1 Look at Ann's family tree. Look at each family member and think of how you can describe each person's age, appearance, hair, clothing, and family relationship.

Part 2 Your partner also has a family tree. There are ten differences between the two family trees. Ask questions to find the differences. Don't look at your partner's page.



Part 3 Write sentences about the differences between the two family trees.

Example: My tree has one younger brother, but my partner's tree has...

Now Try This

Write sentences about the differences between your family and your partner's family.

Unit 3

Conversation 1

Do you know where it is?

How many things in the store can you name? Make a list. Add your own words.

CONSIDER THIS

Where's the dog?



Some people put a tiny computer chip under their pet's skin. It carries information—for example, name and address—that can help if the pet is lost.

- Some experts say that people will soon have tiny chips in their bodies, too. Do you think this is a good idea?
- Have you ever been lost? Where? What happened?

Class CD 1, Track 25

Marlene: Hi! What are you doing here?

Jung-soo: Buying school supplies. I need some binders.

Marlene: I'm out of paper! Where's the copy paper?

Jung-soo: I think it's in this aisle, on the top shelf, to the right of the computer disks.

Marlene: Oh, yes, I see it.

Jung-soo: Do you know where the binders are?

Marlene: Yeah, they're on the middle shelf, next to the paper clips.

Jung-soo: Great! I need those, too.

Marlene: It looks like you're going to be busy!

Student CD, Track 6

GIVE IT A TRY

1. Asking where things are (informal)

Where is the copy paper?
are the binders?

It's on the shelf.
They're above the notebooks.



PRACTICE

Class CD 1
Track 26

Listen to the example. You are at a friend's home helping them with their homework. Ask your friend about the following things. Reverse roles.

Student A
copy paper
printer
pencils
newspaper
pens
computer disks

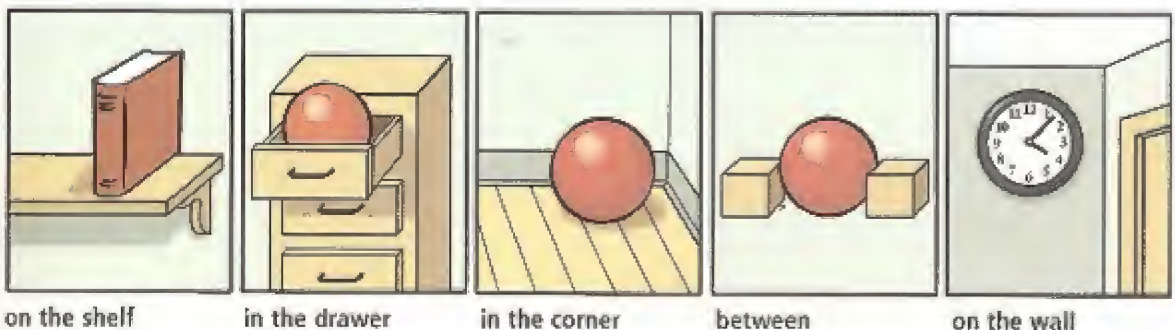
Student B
wastebasket
self-stick notes
calculator
notebooks
headphones
cell phone



2. Asking where things are (formal)

Do you know where my notebook is?
my computer disks are?

It's on the top shelf between the printer and the paper.
They're in the corner behind the wastebasket.



PRACTICE

Class CD 1
Track 27

Listen to the example. Then ask where things are. Reverse roles. Continue asking about other items.

Use These Words

dictionary
binder
files
self-stick notes
CDs

paper clips
copy paper
calendar
stapler
coffee



LISTEN TO THIS

Class CD 1
Track 28

Part 1 Listen to four short conversations. Which of these objects are the speakers looking for? Write the correct number next to each one.



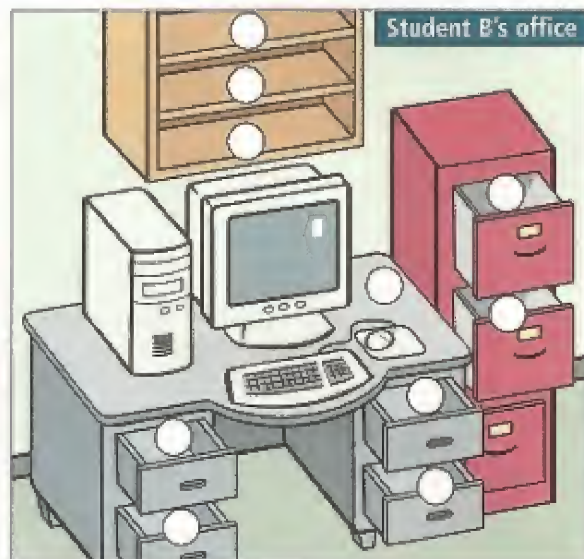
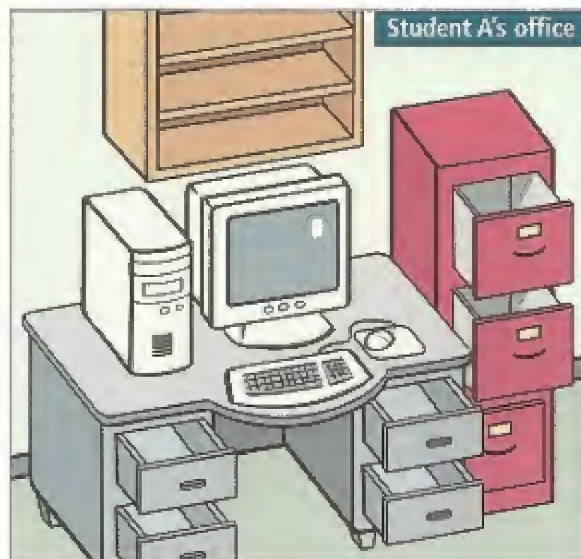
Part 2 Listen again and complete the chart.

	Object	Suggested location	Actual location
1		<i>In the desk drawer.</i>	
2			<i>Under the newspaper.</i>
3			
4			

Part 3 Describe the location of each object.

LET'S TALK

Part 1 Below is a picture of your office. Decide where you will put all the items in your office by writing the letters on the picture.



- a. paper b. phone book c. dictionary d. pencils e. CDs
f. phone g. computer disks h. calculator i. headphones j. notebooks

Part 2 Ask questions to find out where things are in student B's office and write the correct letter on student B's picture. Then compare your answers. Reverse roles.

Part 3 Make a list of ten objects in your desk space at home or at work. Describe where they are to your partner. Your partner will draw your desk space. Reverse roles.

Write a list of 10 objects here: Draw your partner's desk:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Conversation 2

What does it look like?

How many things in the office can you name?
Where are they located?

- Fu-an:** Marlene...? I can't find the what-do-you-call-it.
Marlene: What can't you find?
Fu-an: You know. The thing for...oh, it's on the tip of my tongue!
Marlene: What does it look like? Maybe I can help you find it.
Fu-an: It's a long, narrow, flat thing made of plastic.
Marlene: OK. What color is it, and what's it used for?
Fu-an: It's green, and you use it for drawing straight lines.
Marlene: Fu-an! You mean a ruler! It's in the box next to the telephone.
Fu-an: Oh, yeah, ruler! That's what it's called! Thanks, Marlene. I don't know what's wrong with me today.

Class CD 1, Track 29

Student CD, Track 7

Class CD 1, Track 30

Pronunciation Focus

Words ending in a consonant sound are often linked to words beginning with a vowel sound.

it's in made of
tip of color is

Listen to the conversation again and notice the linked words.

GIVE IT A TRY

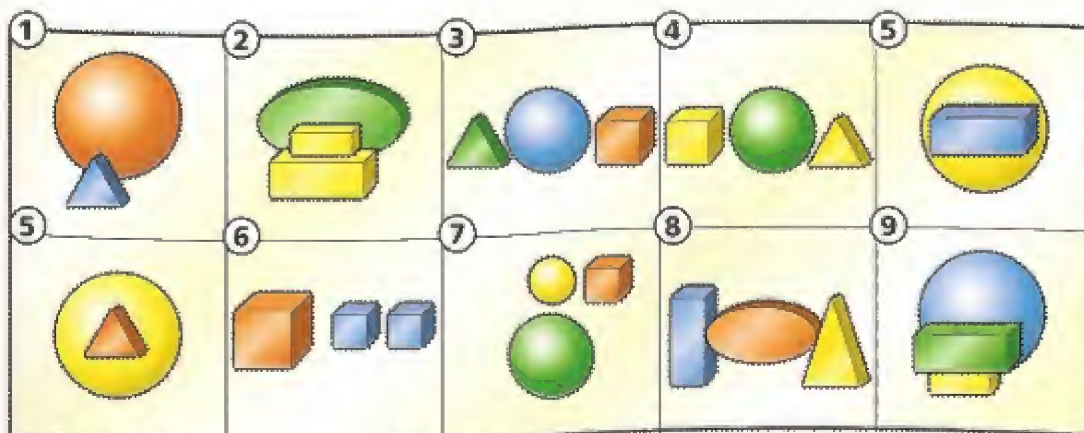
1. Describing things (1)

What size is it?	It's big / small. long / short / tall. narrow / wide.
What shape is it?	It's round / square / oval. rectangular / triangular. pointed / flat / thin.
What does it look like?	It's a long, narrow, flat thing.

PRACTICE

Class CD 1
Track 31

Listen to the example. Then choose one of the boxes below. Describe it to your partner. Your partner will guess which one you are describing.



2. Describing things (2)

What's it made of?	It's made of wood.
What are they made of?	They're made of metal.

PRACTICE 1

Work in pairs. Make a list with as many objects as you can think of.

Objects made of:	
Wood:	Glass:
Plastic:	Paper:
Metal:	Leather:

PRACTICE 2

Choose one object from your list. Tell your partner what it's made of and what shape it is, but don't say what it is. Let your partner guess.

3. Describing uses

What	is it	used for?	It's used for opening doors.
	are they		You use them for cutting paper.

PRACTICE

Class CD 1
Track 32

Listen to the example. Then choose one of the objects below and describe it for your partner to guess. Reverse roles.

A: It's small and thin and it's made of metal.

B: What's it used for?

A: It's used for opening doors.

B: It's a key.



LISTEN TO THIS

Part 1 Think of five inventions that have changed our lives. Make a list.

Class CD 1
Track 33

Part 2 Listen to people describing inventions. Write the name of each object.

1	4
2	5
3	6

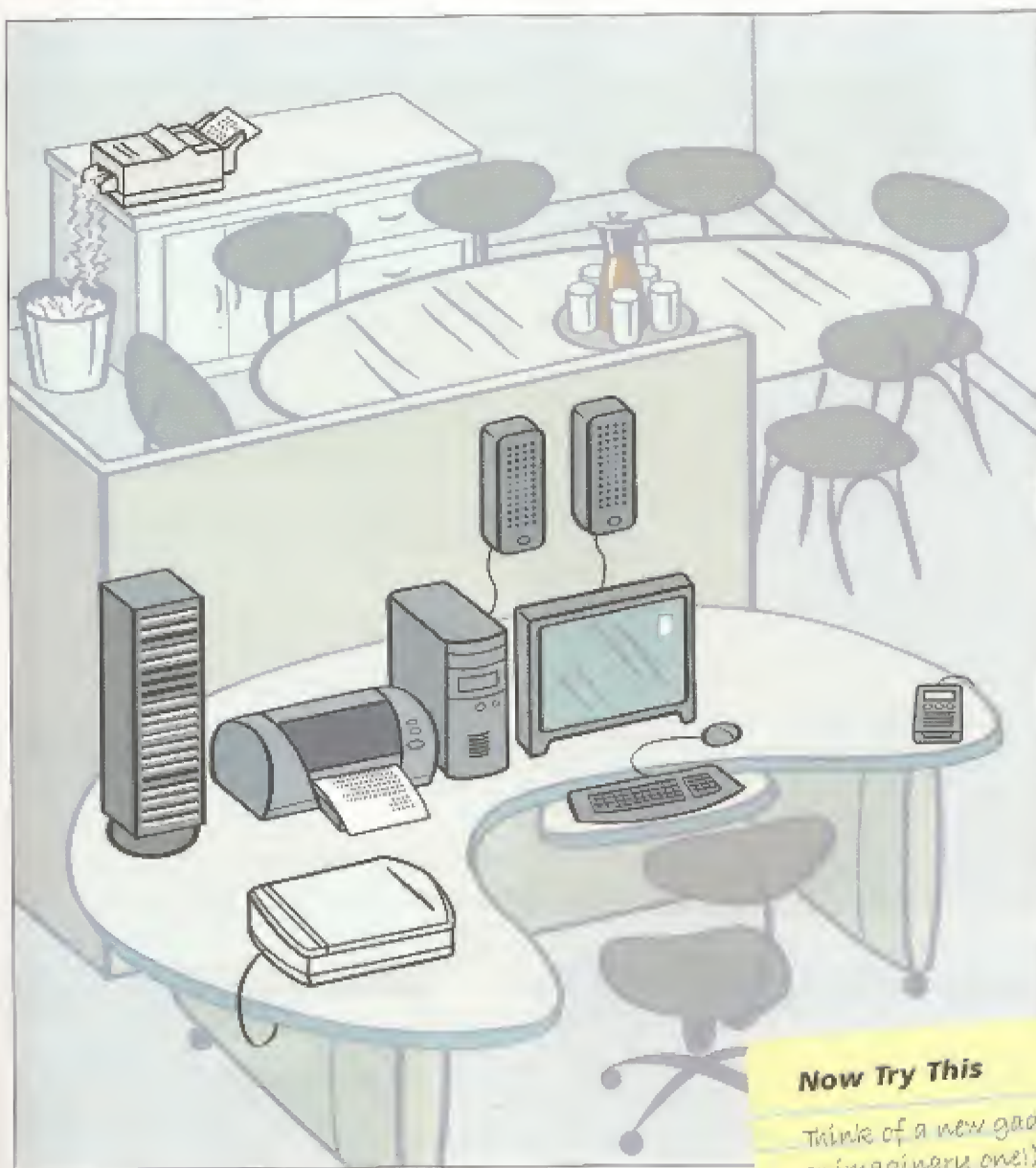
Part 3 Which of the inventions do you think is the most useful? Why?

PERSON TO PERSON STUDENT A

(Student A looks at this page. Student B looks at page 108.)

Part 1 Look at the picture. Do you know what these inventions are for? How can you describe each one?

Part 2 Describe your four inventions to your partner. Where is the object? What does it look like? Your partner will draw the object on his or her picture and try to guess what it is used for. Reverse roles. (Remember: Don't say the name of the object or what it is used for. Your partner will guess.)



CD tower
scanner
answering machine
shredder

Now Try This

Think of a new gadget (a real or imaginary one!) for your home or for your office. What does it look like? What is it used for? Describe it to your partner. Your partner will try to guess what it is.

Review:

Units 1-3

LISTEN TO THIS UNIT 1

Class CD 1
Track 34

Part 1 You will hear a conversation between a bank manager and a new customer. Listen and write the information on the form.

SAVINGS ACCOUNT APPLICATION FORM		
Name Mr. / Mrs. / Ms.		
First _____	Last _____	
HOME ADDRESS		
Street _____		
City _____	State _____	Zip Code _____
Phone _____		
Occupation _____		
Place of work _____		
E-mail address _____		

Part 2 Ask your partner questions to find out if your answers are the same.

GIVE IT A TRY

Part 1 Choose a famous person. Fill in the chart below.

Name	Address	Occupation	Place of work

Part 2 Walk around the room. Ask other students for their address, occupation, and place of work. (Don't ask for the name.) Try to guess who they are!

LISTEN TO THIS UNIT 2

Class CD 1
Track 35

Part 1 Nora went to her friend's wedding. Listen to her description of the photo. Which one is Nora? What are the names of Henry's mother and father? Write the name of each person on the photo.

Bob, Henry, Justin, Gina, Stephanie,
Gemma, Eileen, Dan, Nora

Part 2 Imagine you are Nora. Describe your relationships to the other people.



GIVE IT A TRY

Choose one of the people below. Describe the age, appearance, and clothing of your person. Include **one** detail that is incorrect. Your partner will try to guess which person you are describing and which detail is incorrect. Then reverse roles.



LISTEN TO THIS UNIT 3

Class CD 1
Track 36

Part 1 Listen to Edgar describe the following things in his workspace. What is he describing? Write the correct number next to each thing.

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> computer | <input type="checkbox"/> notebooks |
| <input type="checkbox"/> wastebasket | <input type="checkbox"/> clock |
| <input type="checkbox"/> rug | <input type="checkbox"/> calendar |
| <input type="checkbox"/> plant | <input type="checkbox"/> dictionary |
| <input type="checkbox"/> telephone | <input type="checkbox"/> binder |

Part 2 Take turns describing things in the picture. Give just one clue at first. Then add more clues. Your partner will try to guess which thing you are describing.



GIVE IT A TRY

Do you have an idea for a new invention? Work in groups. Each person will describe his or her new invention to the group. What does it look like? What is it made of? What is it used for? Take a vote on the best invention. Draw a picture of the invention and show it to the class. Can they guess what it is for?

Unit 4

Conversation 1

See you then!

What kind of cultural events do you like to go to? What time do they usually start and finish?

CONSIDER THIS

Birthday party!



10,000 bikes + 50 exhibits + 25 bands = one big party!

The first Harley-Davidson motorcycle was built in 1903. In 2003, Harley-Davidson celebrated its 100th birthday in the U.S.A., and all over the world.

- Have you ever attended a big festival or celebration?
- How did you celebrate?



Class CD 1, Track 37

- Vanessa: Kazu, is it your birthday this weekend?
 Kazu: Yeah, it's this Saturday, the 28th.
 Vanessa: Are you doing anything to celebrate? How about going to the music festival at Sun City Stadium? I can get you a ticket if you want.
 Kazu: Really? That sounds great! What time does it start?
 Vanessa: It starts at 4:00.
 Kazu: Hmm...I'm afraid I can't make it by then. I have to study late on Saturday. What time does it end?
 Vanessa: Not too late. Probably around 7:30. How about going to the Vienna Cafe for some cake and coffee after the concert?
 Kazu: What time does the cafe close?
 Vanessa: At midnight. Come on...you know it's a great idea.
 Kazu: OK, Vanessa! I'll be there around 8:00. See you then!

Student CD, Track 8

GIVE IT A TRY

1. Days and dates

When is	your birthday?	It's	on Monday.
When's	your anniversary?		in October.
	the party?		on October twenty-fourth.

PRACTICE

Class CD 1
Track 38

Listen to the example. Then walk around the class. Ask questions to find out when your classmates' birthdays are. Do any of your classmates share the same birthday?

2. Starting and finishing times

When	does it start?	It starts at	eight.
What time	does it end?	It ends around	eight o'clock.
			eight P.M.
			ten thirty.
			ten thirty P.M.
			half past ten.

PRACTICE

Class CD 1
Track 39

Listen to the example. Then read the events section from the Internet. Choose three different events (a movie, a play, a sports event), and ask your partner when they start and end. Reverse roles.



3. Opening and closing times

Could you | (please) tell me | when | you open?
Can you | | what time | you close?

PRACTICE

Class CD 1
Track 40

Listen to the example. Then call the places below to find out their opening and closing times. Reverse roles.

A: Post office. Can I help you?
B: Hello. Could you please tell me when you open?
A: We open at 9:00 A.M.
B: And what time do you close?
A: At 5:30 P.M.
B: Thank you.
A: You're welcome.

OPENING AND CLOSING TIMES

POST OFFICE	9:00 A.M. TO 5:30 P.M.
BANK	9:00 A.M. TO 3:30 P.M.
MEDICAL CLINIC	9:00 A.M. TO 8:00 P.M.
MUSEUM OF MODERN ART	11:00 A.M. TO 6:00 P.M.
DRUGSTORE	10:00 A.M. TO 7:00 P.M.
LACY'S DEPARTMENT STORE	10:00 A.M. TO 9:30 P.M.

LISTEN TO THIS

Class CD 1
Track 41

Part 1 Listen to information about three different places or events. Number them below in the correct order.

___ golf club ___ music festival
___ swimming pool ___ art gallery
___ movie theater ___ rock concert

Part 2 Write the names of the places and events in the chart. Then listen again and fill in the missing information.

Place	Event	Times	Extra information
1			
2	1		
	2		
3			

Part 3 Where and when did each event take place?

LET'S TALK

Part 1 Work in groups. Each person in the group writes the opening and closing times for three places in the chart. Add any extra information, for example, *Closed on Sundays*.

Student A:

post office

bank

library

Student B:

pharmacy

video store

copy shop

Student C:

medical clinic

supermarket

Internet cafe

Part 2 Complete the rest of the chart by asking the other members of your group about opening and closing times. Add any helpful extra information.

	Place	Opening Time	Closing Time	Extra Information
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

Part 3 In your group, make a list of places that you wish would always stay open. Share your list with the class.

Conversation 2

How do I get there?

What do you do if you get lost? Think of three or four ways of finding your way.



Class CD 1, Track 42

Vanessa: Excuse me. Do you know where the Vienna Cafe is?

Man: No, I'm sorry. I don't speak English well.

Vanessa: OK, thanks anyway.

Vanessa: Excuse me. Which way is the Vienna Cafe?

Woman: Go straight for about three blocks. When you get to the subway station, turn left. It's next to the Megastore.

Vanessa: OK. Go up this street and turn left at the subway station. It's beside the Megastore.

Woman: That's it.

Vanessa: Thanks.

Woman: No problem.

Class CD 1, Track 43

Pronunciation Focus

Listen to the [w] sounds in the conversation. The [w] sound is often used to link words ending in the [o] sound to the next word.

How do I get there?

No, I'm sorry.

Go up this street.

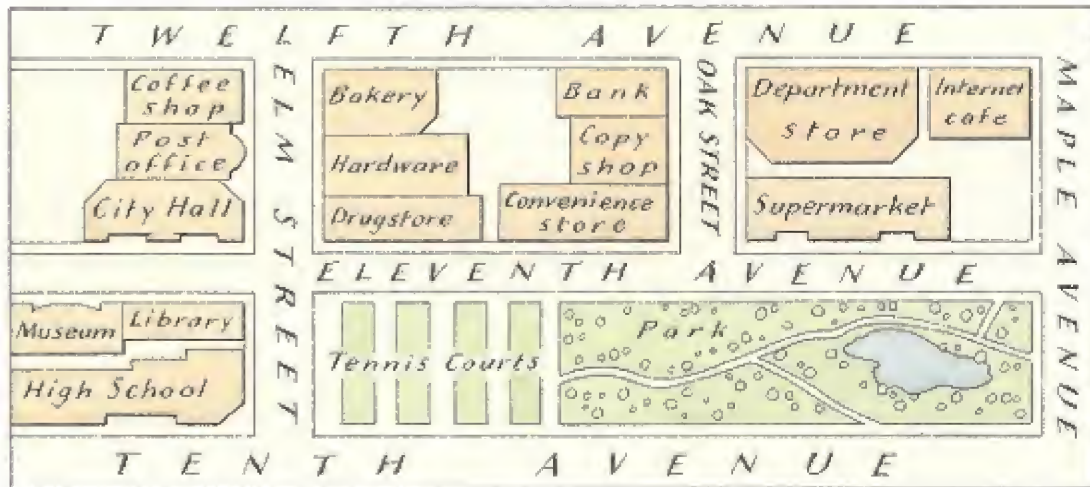
Listen to the conversation again and mark the [w] sounds.

GIVE IT A TRY

1. Describing locations

Excuse me. | Do you know where the post office is?
 | Could you tell me where the post office is?

Sure. It's on Elm Street, | across from the hardware store.
 | between Eleventh and Twelfth Avenue.



PRACTICE

Class CD 1
Track 44

Listen to the example. Then ask your partner about the location of these places on the map. If you can't find the place, say that you don't know where it is. Reverse roles.

Student A asks about

1. post office
2. copy shop
3. camera store
4. Internet cafe

Student B asks about

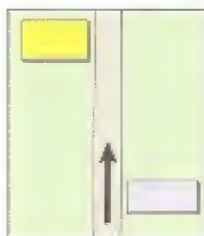
1. supermarket
2. video store
3. library
4. park

2. Giving directions

Excuse me. | Which way is the camera store?
 | How do I get to the park from here?

It's | up / down this street on the right.
 | just past the bank.

Go up | two blocks and turn right.
 | this street and take the second left.



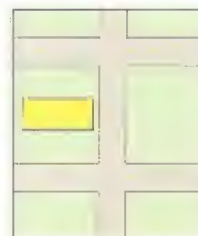
up / down this
street on the left



at the end of the
(next) block



around the corner
on the right



in the middle of
the block



(just) past

PRACTICE 1

Class CD 1
Track 45

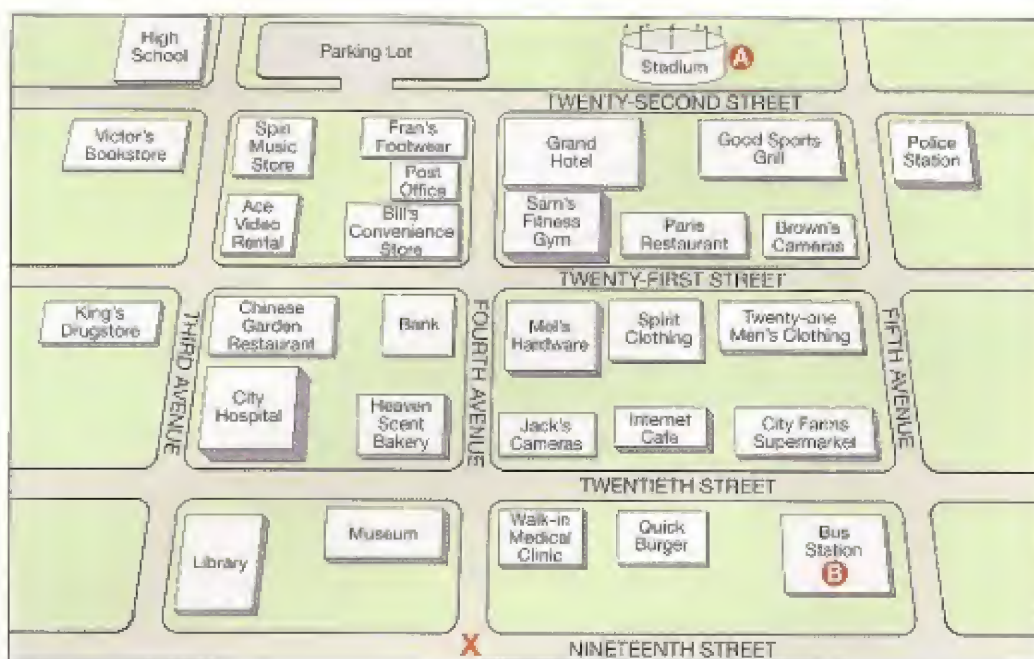
Listen to the example. Then look at the map below. Ask your partner how to get to the following places. Reverse roles. Student A starts from location A (stadium). Student B starts from location B (bus station).

Student A wants to get to

1. Jack's Cameras
2. Sam's Fitness Gym
3. Spin Music Store
4. Ace Video Rental

Student B wants to get to

1. Bill's Convenience Store
2. Spirit Clothing
3. Victor's Bookstore
4. Chinese Garden Restaurant



PRACTICE 2

Class CD 1
Track 46

Listen to the example. You are at point X on the map. Take turns asking your partner where you can do these things. Reverse roles.

1. get some cash
2. eat lunch
3. send an e-mail
4. buy some aspirin
5. get some film
6. buy some stamps
7. see a doctor
8. buy some batteries

LISTEN TO THIS

Class CD 1
Track 47

Part 1 Listen to the conversations. Start at point X on the map above and follow the directions by drawing a line. Then write down where each person is going.

1		3	
2		4	

Part 2 Describe the location of each place in Part 1.

Part 3 Choose a different starting point on the map. Describe the route to another place on the map. Your partner will guess the name of the place.

PERSON TO PERSON STUDENT A

(Student A looks at this page. Student B looks at page 109.)

Part 1 Look at your map. Which buildings aren't labeled? Write two questions about them and then ask your partner.

1. _____
2. _____

Drugstore	7:30 A.M. – 7:00 P.M.
Art Gallery	1:00 P.M. – 3:00 P.M.
Camera Store	9:00 A.M. – 5:00 P.M.
Swimming Pool	2:00 P.M. – 4:30 P.M.
Copy Center	8:00 A.M. – 9:00 P.M.
Internet Cafe	12 noon – 11:00 P.M.
Bank	9:30 A.M. – 3:00 P.M.
Video Store	11:00 A.M. – 10:00 P.M.
Music Store	10:00 A.M. – 7:00 P.M.
Post Office	9:30 A.M. – 4:30 P.M.
Library	10:00 A.M. – 4:30 P.M.
Movie Theater	shows at 2:30, 5:30, 8:00
Supermarket	8:00 A.M. – 7:00 P.M.
Fast Food	7:00 A.M. – 11:00 P.M.

Part 2 This is your list of errands for tomorrow. Discuss your route on the map with your partner. Number the places on the map in the order that you visit them, and write the time next to each one. Remember to allow time for each errand.

- get some cash
- get some medicine
- get your photos developed
- buy a CD
- borrow a book on English grammar
- (together with your partner)
- have lunch
- see a movie
- go swimming

Now Try This

Draw an X somewhere on your map. That is your home. Tell your partner how to get there from another point on the map. Your partner will tell you how to get to his or her home from your home. Then compare maps.